**K-5 Math Lesson Plan**

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| **Teacher:** *Koontz* | | | **Grade:** *4th* | | | **Date(s)**: *Day 1* |
| **Unit Title:** *Identifying Place Value: Ones through Thousands* | | | | **Corresponding Unit Task:** | | |
| **Essential Question(s):** *How can I represent a multi-digit number using different forms?* | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  *Place value chart*  *Mystery Number cards*  *Hokey Pokey Place Value song transparency* | | **Student:**  *Place value chart*  *Mystery Number cards*  *I Have , Who Has cards* | | | *Place value*  *Digit*  *Numeral*  *Period*  *Comma*  *Unit* | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  ***4.NBT.1****: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*  ***4.NBT.2 Number and Operations in Base Ten: Read*** *and* ***write*** *multi-digit whole numbers* ***using*** *base-ten numerals, number names, and expanded form.* ***Compare*** *two multi-digit numbers based on meanings of the digits in each place,* ***using*** *>, =, and < symbols to* ***record*** *the results of comparisons.* | | | | | |
| **I Can Statement(s):**  ***(Read)*** *I can identify the place value of a digit.*  ***(Write)*** *I can write the value of a digit.*  ***(Record)*** *I can record the value of a numeral.* | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  *Teacher will pose the problem: Jill is 3,241 feet above sea level. If you place the numbers in order from least to greatest, what would be the place value of each digit?* | | | | | |
| **Teacher Directed:** *Teacher will explain that a place value chart shows the value of the digits in a number.**Place value is the basis of our entire number system. A place value system is one in which the position of a digit in a number determines its value. In the standard system, called base ten, each place represents ten times the value of the place to its right. You can think of this as making groups of ten of the smaller unit and combining them to make a new unit. What is place value? The value of a digit depends on its place in a number. This is its place value. Teacher will**place a copy of the Hokey Pokey Place Value song on the overhead. Teacher will draw a place value chart on the board and model singing the song to students. Teacher will explain to students that each place represents a value ex: 7 in the hundreds place equals 700. The numeral 7 is written in the hundreds place and trailing zeroes are followed thereafter. 1 in the thousand place equals 1,000, so there are 3 trailing zeroes. The numeral 8 is placed in the tens place followed by a trailing zero. Teacher will model how to Find the Mystery Number (*<http://www.math-aids.com/Place_Value/Mystery_Number.html>)*. Teacher will draw the Place Value Chart on the board to use as a visual guide. Teacher will then choose a Mystery card and read aloud to students. Teacher will read aloud the card once more except this time teacher will place a number in the place value chart. Teacher will continue until all cards have been used.*  *Hokey Pokey Place Value Song*  *You put the ones in, you take the tens out, you put the hundreds in and you shake it all about, you do the hokey pokey and you turn yourself around, that’s what it’s all about Thousands!*   |  |  |  |  | | --- | --- | --- | --- | | ***Thousand,*** | ***Hundred*** | ***Tens*** | ***Ones*** | | *7* | *3* | *7* | *1* |   *The mystery number has ...*  *A 7 in the Tens place.*  *A 7 in the Thousands place.*  *A 3 in the Hundreds place.*  *A 7 in the Ones place.*  *What is the mystery number?* *7,371* | | | | | |
| **Guided Practice:** *Teacher and students will play a game of Place Value I Have, Who Has. (*<http://santillanablog.blogspot.com/2011/05/place-value-i-have-who-has.html>)*Teacher will distribute one card to each student, and then distribute the extras to strong students in the beginning and to random students as the class becomes more familiar with the deck. As you distribute the cards, encourage students to begin thinking about what the question for their card might be so that they are prepared to answer. When all cards are distributed, select the student with the starter card to begin. Play continues until the game loops back to the original card or ends with the "end" card (games are written differently). That student answers and then says "the end" to signal the end of the game. After the class is comfortable with this game format, consider using a stopwatch to time the class game. Record the time on the board so that students try each game to beat their current best time. Teacher will then place word problems on the overhead and have students to write down the problems and guide teacher in solving them.* | | | | | |
| **Independent Practice:** *Teacher will give each table a set of Mystery Number cards. Students will draw a place value chart on their paper per card and use the clues to solve the Mystery Number. Under each place value chart, students will write the mystery number. On the back students will complete identify place value word problems from ones through thousands.*   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | ***Thousand,*** | ***Hundred*** | ***Tens*** | ***Ones*** | | *7* | *3* | *7* | *1* |   *7,371* | | |  |  |  |  | | --- | --- | --- | --- | | ***Thousand,*** | ***Hundred*** | ***Tens*** | ***Ones*** | |  | *8* | *2* | *4* |   *824* | | | | | | |
| **Closing/Summarizing Strategy:** *Students will turn to their partners and recite the order of the place value chart.* | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
|  | | |  | | |  |
| **Assessment(s):**  *Students will draw a Place Value Chart: Ones through Thousands and find the mystery number using clues.* | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |